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ABSTRACT

The report describes general education courses offered at Wilde Lake High School--a school that maintains a flexible environment conducive to learning and hopefully fosters individual development and growth. The aim of the school is to create an environment that helps students: adjust and cope with their environment outside the school; develop according to their individual needs; become more independent; make intelligent choices, make decisions, and become responsible for their actions. The major portion of the document presents course descriptions along with philosophy and course goals which emphasize student centered curriculum in the areas of English, foreign languages, social studies, science, home economics, individualized mathematics, physical education, art and music. Additional sections are included on the media center, which relates to, is coordinated with, and permeates the entire school program, and the need for the development of a human resources program involving students and school personnel. (SJM)

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STATE DEPARTMENT REPORT

WILDE LAKE HIGH SCHOOL

JUNE 1971

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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PHILOSOPHY

The rate of change in today's society makes for a rate of adjustment hitherto unknown in the history and prehistory of MAN. Whether or not collective action can be taken to reduce the stress placed upon individuals remains surmise. If environments teach in the real sense, and if each of us is a product of OUR infinite adjustments to our surroundings, then perhaps the new City of Columbia can produce a breed of individual capable of living life more fully, more humanely. Wilde Lake High School is an outgrowth of such an environment.

Two factors, however, preclude the simplistic deduction that a school which grows out of an attempt to plan an intelligent environment for people will ipso facto produce a quality of graduate significantly better than its more traditional counterparts. (1) Students coming to the Wilde Lake High School spent their early years in environments quite different from the concept of Columbia, (and the phenomenon of imprinting is a psychological and biological reality.) (2) Columbia cannot be considered an "island" unto itself. It is part of a larger whole, and, as such, assumes the assets and liabilities of the total culture. The miracle of electronics makes us all a "victim" of small town interdependence. We cannot expect our students to escape fully the "pollution" of twentieth-century living.

The major responsibility of any school seems expressly the development of thinking and sensitive human beings capable of

dealing intelligently with the vagaries of a complex technological environment. It is probable that no one human being can be expected to adjust to the exponential demand placed upon him by today's living without developing some form of DIS-ease. Ostensibly, we can help young people to understand what it means to be human and to remain so. They can then be encouraged to design their own environments conducive to their further development and maturity. The important accent should be placed upon activities and experiences which aid students to develop the competencies by which they can "take charge" of their own lives.

Wilde Lake High School will provide opportunities for each individual to develop according to his unique abilities and capacities and to appreciate his role in the development of his own species. Each person, however weakly, strives toward becoming a better functioning, more mature individual. A school program, if it is to be accountable to these differences, must be variegated, flexible, and able to adjust to whatever skills and learnings the students bring to the school. Students will be afforded the opportunity to become more independent, to face choices, to make decisions as they learn to become more responsible for their own education.

Responsibility, like the more cognitive learnings, resides in students in differing quantities. The school will acknowledge these differences and attempt to provide individual students

with a variety of experiences in their individual quests toward maturity. The respect each student associates with the successful completion of his commitments assume a vital force in character development. The awareness that he has created something unique within his own craftmanship is resident in the outward manifestations of his accomplishments. Making such commitments and keeping them will be given high priority throughout the facet of the school's program.

Involvement has become almost a cliche in the idiom of the day. Yet, involvement in the learning act by students seems an essential ingredient if education is to remain meaningful in their lives. The goal orientation of a previous era no longer seems applicable in an affluent society. Today's young people aren't likely to be engaged by subject matter and/or experiences which they do not perceive as relevant to their lives either present or future. Serious consideration as to how to make education socially and personally relevant will be given.

The school will allow each student to choose the facilities and opportunities offered by the school that will be most beneficial to him. Each student needs opportunities to make decisions concerning what he will study, for what purpose, when he will study, what materials he will use, where he will study, and how he will judge the outcomes. Such an undertaking implies close relationships between the students and teachers. The idea of a secondary school teacher as strictly subject-matter oriented will be replaced by the notion of the teacher-advisor. Like their

university counterparts, the teachers at Wilde Lake High School will assume responsibility for aiding students in planning their educational experiences so that they may gain the most from the opportunities resident in the school environment. Each teacher will be expected to accept, as collateral duty, the advisement of a given number of students--preferably multiage in grouping.

An atmosphere conducive to learning, on the part of the faculty and students alike, is created when individuals feel that they can try things out without fear of reprisal when the outcomes are not successful. A healthy respect for experimentation must prevail. Ideas will be encouraged and subject to continuing evaluation in light of their relationship to intended outcomes. Decision making, based upon good data should permeate the activities of all individuals within the school.

A school which gives priority to the individual and his personal growth in a variety of ways must also take responsibility for helping him to gain a responsiveness to the feelings, the needs, the goals, and the hopes of others. Responsibility for others shall not be considered a glib generalization, but rather a value to be prized by the reward systems inherent in the school community.

Moreover, a student's responsibility for himself is not just limited to the decisions which influence his education. He needs to feel responsible for his actions within a group, and the actions of any group of which he is a part. The school should help him to develop responsibility to groups by allowing him to

take part in decisions and subsequent actions by groups of his peers. The school should provide groups with guidance in understanding the role of the individual in group action. Such guidance should explicate the necessity for leadership and followership in group action. In sharing ideas and experiences, students learn to appreciate themselves and also develop an awareness of the value of others. Such group experiences provide enrichment for the individual in contributing to the enrichment of others.

Above all, the thread which runs through the entire school will emphasize the importance of communications. Probably no one aspect of human living is more important today for the successes of the individual and his collective species. Effective, efficient, and economic communications do not merely happen of themselves; they are nurtured in an environment which resounds their importance in its very existence. Being in touch with oneself and with others seems paramount in a world gone "mad" with change. If indeed the medium is the message, then the models that the school establishes for students in its everyday "clothing" speaks more loudly than a hundred lines of rhetoric.

ASSUMPTIONS

1. Education is a process of facilitating a student's development toward independence. As students become more mature intellectually, they become less dependent on school personnel for direction.

2. As a developmental process, learning proceeds from many contexts, but inevitably must begin where a student is. As facilitators of learning, teachers should assist students to assess their entering behaviors and to help them construct learning environments appropriate to these assessments.

3. Every student has a natural curiosity for understanding his environment. A student already knows how to learn when he comes to school. The school's responsibility is to build on these competencies and to provide opportunities for students to encounter the world in depth and breadth.

4. Students learn more effectively when they see the relationship between what they are doing at the moment and where they might likely be at the end of a learning encounter.

5. In an affluent society, identity needs are more acute than survival needs. School experiences should be designed to help students discover more about themselves. It is through experiences that we come to understand ourselves.

6. When a student understands a "subject" he is able to apply his learnings to a wider range of situations, and with a greater degree of flexibility. Therefore, he is not restricted to the immediate situation.

MEDIA CENTER

Because of the increasing demands placed upon the skills of information retrieval, the true media center has emerged from the dark catacombs of the school's wings and now occupies the architectural focus--if not the curriculum heartbeat--of innovative educational programming. In accepting these newly laid responsibilities, the media center must necessarily refute its title as "History's Storehouse of Knowledge," and accept the mantle of "Decoder."

As such, the media center must actively encourage student inquisitiveness, whetting discovery with not only understanding, but perception and personal satisfaction. To this end, the media center is the focus of the school's program; but, more importantly, it is the student's inquiry that is the program of the media center.

If the media center is to be successful in its program, it must provide a variety of services and materials which are not only complementary to the school's curriculum, but more importantly an integral part of it. The media center must be able to produce these services and materials so that they are readily accessible to the entire school community.

Accessibility is the key to the program. And it is here that the media center must assume its other role as an information "decoder." The entire staff must see its primary function in terms of service to the school community. All available

materials and services must meet each and every inquiry. Moreover, the staff must initiate rather than merely answer inquiries.

When the media center staff is able to provide this type of atmosphere, it has taken a dynamic step toward curriculum leadership. Furthermore, such a positive program permeates the entire learning structure of the school; so much so that the media center can truly achieve its role as the communications heartbeat of the school.

Yet the media center cannot isolate its philosophy or its program; it must share these commonalties with the entire staff:

a. Schooling should whet, not limit, man's basic inquisitiveness;

b. Setting goals, searching for answers, penetrating beyond the superficial, and reaching objective conclusions are important learning experiences of students.

c. Answering inquiries should be in keeping with individual needs, interests, and abilities of each student;

d. Motivation and learning can be enhanced by a variety of experiences;

e. The learning experience is not delivered by the protocol of "yes" and "no".

ENGLISH

The Communications Program at Wilde Lake High School will be centered around the Moffett concept that a course of language learning is a course in thinking with focus on awareness, observation, conceiving and verbalizing ideas, and preparing for response. Since the emphasis is on using language, there will be much dependence on all the media which are appealing and natural experiences for today's students. Comprehension, particularly in reading, will always have a direct relationship to what a student has done, heard, seen, or felt in his own life; therefore, the Communications Department will attempt to provide a wide span of experiences.

Communications, the name for this Department, is deliberately chosen to serve as a constant reminder that we must not teach any language in isolation. Common goals have been set for English and foreign languages, and these will be outlined in the presentation. Many areas of study which have been carefully guarded by language arts departments will be reinforced and enriched as they are shared with teaching teams from other disciplines. As we think of communication, language teachers are becoming more aware that there are many ways of communicating other than listening, speaking, reading, and writing. We are bombarded with visual images throughout the day, and as they make their impressions on us without the exchange of words, we become challenged to venture into the world of visual literacy,

acknowledging what we long ago recognized--that sometimes a picture is worth a thousand words.

Traditionally, every student was required to take English I, II, III, IV, one course each full school year. More recently, he has been able in some of our high schools to select a different aspect of the language for each quarter of a school year. For instance, one quarter might be Classic Tragedies; the next could cover Research Papers; another, Plays of Shakespeare; and the fourth, Creative Writing. Called by any name, just as in English I-IV, all four of the quarters had to include reading and writing. To varying degrees, largely dependent upon the individual teacher, they also included listening and speaking. Too often these arts have been reduced to listening to the teacher and speaking when called on.

Keeping these things in mind, we wrestled with the problem of developing a student-centered curriculum which could begin with the student's interests, proceed with helping him map an exploration of the field, build through his interaction with other students and his response to sources, and hopefully culminate with the student's interest heightened and stimulated. With these goals, is it valid to require every student to take a prescribed English course before allowing him to add an elective course such as "Speech Arts?" Faced with the traumatic experience of stripping away the word "required" and the determination to offer sincere electives not just the required course

with a new name, we examined the electives and decided in their favor. What is included in "Speech Arts?" Could a student select the course two or three times and be advancing in knowledge and use of all the language arts, or would he be engaging in mere repetition? Is there anything he would be gaining that would not be achieved just as well or better in the existing prescribed curriculum? Could it serve the gifted, the average, and the slow learner with equal merit?

The primary function of speech is conversation, so let's consider the validity of teaching the art of conversation. It involves initial ideas and response--listening and speaking. Good listening habits have never been satisfactorily developed or the current spate of sensitivity training might not have been needed. Most of us can manage to sit quietly for a moment or two while someone talks, but our responses often indicate that we have not listened to the ideas expressed; we don't respond, we just hasten to add a new idea--our own. In speaking, many of us have no openers other than the weather, and when that topic drops, we freeze. How many of us can get the most involvement and response from groups to which we belong? The techniques of group dynamics and the development of them must be taught by practice, not by precept, but there are films, tapes, and written references to use as resources or background. Public speaking and debates belong in this program also, and it would seem unnecessary to point out the depth of research in all media which could be drawn upon for the perfection of these

performance tests. In pursuing his interest, the student will have encountered ancient orators, Shakespearean actors, diplomats and politicians in books, records, tapes, films, and television. Hopefully, he will also have encountered and vanquished some spectres like the fear of an audience (from one to infinity), the awesome necessity of being able to think "on his feet," the difficulty of eliciting important details from an oral work and being able to challenge or complement them in his words.

Each of the electives, submitted to examination was seen to provide a balance of the language arts in the framework of the individual's interest and ability and to be instrumental in goals envisioned by the staff. This leads us to an examination of goals.

The Communications Department's primary goal is for 100% of the students at Wilde Lake to achieve literacy in English and hopefully 50% of the students achieve literacy in at least one foreign language. Literacy, as we use it here, should be interpreted as the student's ability to a) understand what he hears, b) speak what he thinks, c) write what he is able to say, and d) read what he is able to write--all in the setting of his peer group. Building on the student's past opportunities, the team hopes to make use of interactive discussions, dramatic enactments, improvisations, teacher-aide volunteers, language, tapes, films, self-made film strips, slides, music, art, and other media.

Such a primary goal is visionary for it does not describe

current achievement patterns. Many of us would attest to high school graduates with less than 100% literacy. We believe it is a realistic goal if the individual is self-motivated; we believe he is more apt to be self-motivated when he elects an endeavor than when he is assigned to it. We believe it is possible to reach this goal when the individual feels that he can move at his own pace, seek and receive help when he needs it, and operate without fear of the stigma of failure.

The second goal is for 75% of the Wilde Lake students to achieve fluency in English, and 20% to achieve fluency in at least one foreign language. Fluency here calls for the student to be ready and facile in the use of the language beyond his peer group to the various settings of his community. He should be able to progress from understanding to interpreting what he observes, hears, and reads. He should be able to respond to these stimuli by writing or speaking in a manner appropriate to his particular audience. He should be able to transcend the limits of direct or personal experience by an increased awareness of vicarious experience through multimedia. It is at this level that foreign language students would profit from week-end or summer programs involving saturation in the language, through dramas or a bistro or cafe at the Vo-Tech dining room, or bilingual day camps. In the native language, this would be a place for venturing into the sponsorship of authors' luncheons with interviews for various mass media, or the organization of tutorial programs for community residents for whom English is

a second language.

The department's third goal is for at least 25% of Wilde Lake High School students to achieve proficiency in English and for at least 5% of the students to achieve proficiency in at least one foreign language. Proficiency requires meeting all the criteria set up in the other goals, but then it moves into an atmosphere so rarified that many of us would find the going a little rough. The individual who is adjudged proficient is able to employ language as a medium for artistic expression and for the enhancement of human relations. At this stage, both native and foreign language students could participate in field studies in dialectology and folklore led by specialists from area colleges and universities. Foreign language students at this point could assist in organizing foreign language elementary school programs, the FLES program already appearing in some other places in the state.

THE ELECTIVE OFFERINGS

1. General Communications

   A. Skills Lab

      Reading Center
      Speaker's Bureau
      Writer's Table
      Visual Literacy Experiences
      Thought and Word Games
      "How to" Area
         Study
         Use references

   B. Explorations into each of the other electives with dependence on multi media, including photography done by all interested in visual approach

2. Mass Media

A. Journalism

Advertising
Photo Journalism
Art--Cartooning, Makeup
Writers' effect on public opinion
Interpretation and evaluation of printed materials
Production

B. Radio

Comparison of writing techniques--newspaper vs. radio
Study of extent of coverage

C. Television--providing assistance to Media Center
Groups producing actual shows

D. Creation of School News Bureau

Newspapers
Parents' Bulletin
Literary Magazine
Senior Publication

3. Great Ideas in Literature

A. Thematic organization

Any period
Any genre

B. Major Objectives

To help the student develop a better insight into himself and others
To help him become more aware of the moral and social problems of the day

4. Film Analysis and Production

A. Film Study

Development of sensitivity to visual language
Development of critical view of film
Examination of documentary and literary techniques

B. Production

Exercising student's ability to write
Expository and creative writing
in shooting scripts
Ability to meet standards set in
earlier critiques
Exercising ability to observe, record,
interpret

5. General Linguistics

A. Scientific approaches to language study

Common factors in all languages
semantics
morphemes
phonemes

Dialectology
pitch
stress
tone

B. Exploration of study of universal language

6. Composition

A. Expository or personal writing

B. Creative Writing (will co-operate with Media Center's television program preparation and films)

7. Speech Arts

A. Conversation

B. Group participation skills

C. Public Speaking

D. Debate

8. Drama (with expressive arts)

From exercise in expression through improvisations, charades, monologs, to play presentations, musicals, etc.

9. Advanced Placement in future registrations

FOREIGN LANGUAGE

As James Moffett will be a mentor for English, so Yvonne Lenard will be foreign language guide with the verbal-active approach. This will move away from imitation of the canned speech of impersonal dialogues to the production of speech within acceptable foreign language patterns and pronunciation. The common fundamental skills of listening, speaking, reading, and writing with well-defined behavioral goals at each level will be grouped into manageable and sequential packets, hopefully leading to the achievement of the Communications Department goals. All work will be individualized to allow the student to progress at his own speed without fear of failure, at the same time knowing that when he completes a level, it will be because he has mastered it. First and second levels in foreign languages will aim for literacy; upper levels will hope for fluency or proficiency.

There will be a four to eight week introduction of objectives, implementation techniques, and understanding the sound system and basic expressions. There will be a minimum of three small group practice sessions per week for interaction. Individuals will then work in the audio-active suite and follow up with small groups for further interaction. All work will be monitored by the staff which will check for adequate exposure at each level. When the cycle is completed, appropriate evaluation will be made, and, if necessary, a student may be recycled.

Electives in mini courses will be cultural in nature such as "Speech for the Traveler," with fundamental expressions in each of the languages normally taught. These will not begin in September, 1971, but will gradually evolve.

The full immersion program including foreign exchange may not be implemented before the 1973-1974 school year.

SOCIAL STUDIES

People are capable of engaging in two kinds of learning. Through repetition and drill, they can assimilate and perhaps even regurgitate all kinds of nonsensical trivia. This is difficult for the individual because such data has no meaning attached to it. Unfortunately, social studies has often functioned in this manner. The social studies classroom has traditionally bogged down because of the teacher's commitment to the coverage of material in the belief that what he felt was important to teach coincided with what students considered important to learn.

The second type of learning is the result of personal experiences which the individual considers important. We learn that which we can use in the resolution of problems which have meaning for us as individuals. It is a well established fact that concepts and principles are generated more easily and with less error when the situation and the task are personally relevant and in accord with the age and development of the child.

WHAT ARE THE GOALS OF SOCIAL STUDIES INSTRUCTION?

Since those most intimately involved cannot agree on a definition of social studies, it is hardly surprising that there is no consensus as to the final outcomes. The goals one envisions are determined to a large extent by the image one has of what social studies is all about. Indeed, many volumes have been written concerning goals for the social studies. Our goals, as listed below, are few, yet they are an important foundation

for the social studies program at Wilde Lake High School, for they will prepare students for a faster-changing, more complex future:

1. To provide the student with a wide range of choices so that he may decide for himself what is relevant and necessary;
2. To develop an understanding of the elements and process of decision-making, e.g., define the problem, list courses of action, collect and interpret data, etc.;
3. To develop an understanding of oneself by helping a student look at himself both as an individual and as part of the larger society;
4. To help the student develop the skills and information necessary to promote intelligent change not only in his own life but in the larger society as well.

In order to promote these goals the social studies program will be:

1. Problem-oriented. The problems should be personally relevant to the students and should illustrate real life situations.
2. Student-centered. The teacher should serve in the main as an organizer of activities and as a resource person.

3. Multidimensional. Since individuals learn in different ways and at different rates, a variety of modes of learning should be offered. Extensive reading and audiovisual materials will be available to students along with role playing, simulation games, student travel, and voluntary work experience.

4. Community-related. Every effort will be made to combine school activities with active student involvement in a variety of community affairs. Some of the possible community acitvities are: work with retarded children; participation in police-community relations; involvement in community government; and enlistment in tutoring programs.

In order to implement the goals of the social studies program, a curriculum structure has been developed. The intent of the program is to allow as much flexibility as possible within the context of both county and state obligations. The major themes of "Man and His Environment," "Man and His Cultural Development," "Man and His American Experience," and "Man in a Dynamic Society" reflect the emphasis of Howard County curriculum efforts. Major concepts have been developed which help clarify and give substance to each theme. In addition, five major dimensions of these themes have been identified; these reflect the dynamic, urban nature of the Wilde Lake High School community:

1. The nature of relationships.
2. The nature of power.
3. The nature and impact of technology.
4. The universal nature of urban life.
5. The prognosis for future change.

A diagrammatic illustration of the social studies program is attached. Directly under each theme are listed some of the concepts relating to the theme. Along the horizontal axis are listed the dimensions of the concept which will be considered. For example, one of the concepts relating to "Man and His Environment" is population. The concept of population will be studied considering the relationship of population to other phenomena, the impact of social, political, and economic power on the population problem, the universal nature of the problem, and future change which would deal effectively with the problem.

MAN AND HIS ENVIRONMENT	Nature Relationships	Nature of Power	Nature of Technology	Universal Nature of Urban Society	Future Change
Habitat and Resources	x	x	x	x	x
The Population Bomb	x	x	x	x	x
Examining Your Environment	x	x	x		x
Air and Water Pollution: Dilemma for Survival	x	x	x	x	x
The Cultural Impact on Environment	x	x	x	x	x
Independent Study and Action Research*	x	x	x	x	x

*Action research deals with problem solving which leads to a rational course of action for the solution of the problem. For example, when considering a community problem (community action research), students would:

1. define a problem and limit it to manageable proportions
2. list the various feasible courses of action
3. list the constraints that may have bearing on the action
4. collect, analyze, and interpret data
5. reach a tentative act. n plan considering steps 2-4
6. act in accordance with the action plan
7. evaluate the result, and consider modification for future action

MAN AND HIS AMERICAN EXPERIENCE	Nature of Relationships	Nature of Power	Nature of Technology	Universal Nature of Urban Society	Future Change
Revolution	x	x	x	x	x
Federalism	x	x	x		x
American Culture	x	x	x	x	x
Reform Movements	x	x	x	x	x
Impact of Industrialization	x	x	x	x	x
Urbanization	x	x	x	x	x
Diplomacy	x	x	x	x	x
Racial and Ethnic Studies	x	x	x	x	x
Independent Study and Action Research	x	x	x	x	x

MAN AND HIS CULTURAL DEVELOPMENT	Nature of Relationships	Nature of Power	Nature of Technology	Universal Nature of Urban Society	Future Change
World Cities	x	x	x	x	x
Development of the Asian World	x	x	x	x	x
Development of the Western World	x	x	x	x	x
Development of the African Nations	x	x	x	x	x
Development Of Latin World	x	x	x	x	x
Cultural Anthropology	x	x	x	x	x
Independent Study and Action Research	x	x	x	x	x

MAN IN A DYNAMIC SOCIETY CHALGE	Nature of Relationships	Nature of Power	Nature of Technology	Universal Nature of Urban Society	Future Change
Social Control -Family -Institutional -Group	x	x		x	x
Conflict	x	x	x	x	x
Reconstruction	x	x	x	x	x
Community Action Research	x	x	x		x
Problems of Contemporary Youth	x	x	x		x
Social Decision Making	x	x	x	x	x
Future Shock	x	x	x	x	x
Independent Study and Action Research	x	x	x	x	x

SCIENCE

Open space and independently-paced curriculum approaches are ideally suited to unified science, which is the teaching of science as an integrated body of knowledge and processes dealing with all aspects of the natural world. There are numerous advantages to teaching unified science:

1. It makes science more relevant because problems we encounter are seldom adequately dealt with by one of the disciplines;
2. It avoids a great deal of repetition now included;
3. It allows sequences which insure that the student has needed background in several disciplines for any topic: e.g. biochemical aspects are now taught before chemistry;
4. It allows for optional topics to suit student interests every year.

I. TEMPORAL STRUCTURE OF THE CURRICULUM

A. All students will be required to take a basic sequence of units.

1. At completion, they will demonstrate competency in processes and in concepts.
2. The estimated time of completion for the average student is two years.

B. College bound students will be required to take additional sequence of units advanced.

1. They will treat basic core ideas in greater depth and/or breadth.
2. They will end assessment as in A.
3. The estimated completion is one year.

C. Basic core and additional units should cover most of what is now in earth science, biology, chemistry, and physics.

D. For those who wish to treat special areas of interest, inter-disciplinary topics will be prepared.

1. These should build on basic and advanced sequences.
2. The assessment will probably include the production of a report.

II. CONCEPTUAL STRUCTURE OF THE CURRICULUM

A. The Wilde Lake High School science program will include both a structured body of knowledge and a set of processes.

B. The staff will construct a grid following Goodlad's techniques. It will consist of one dimension conceptual, and one dimension processes. The concepts will come from NSTA's Theory into Action in Science Curriculum, and the process areas will

come from those identified in Science--A. Process Approach

C. In the basic core, we will include all NSTA concepts.

D. In advanced units, we will return for additional coverages.

E. Independent topics will be in inter-disciplinary areas; e.g. drugs, technology, environment, space science, population.

III. ACTUAL MAKE-UP OF CURRICULUM PACKETS:

A. Concept setting

1. How it fits into previous work
2. Where is it going

B. Objectives in behavioral terms

1. Content
2. Process

C. Activities

1. Text references
2. Audio-visuals
3. Laboratory experiences; pre- and post-lab on tape in cassette recorders
4. Field experiences

D. Evaluation

1. Short evaluation whenever appropriate during activities;
2. Post-test to cover unit objectives:
    a. include performance items if suitable
    b. May have oral components;

E. Recapitulation of context and objectives;

F. Additional suggested activities.

IV. LABORATORY SAFETY

A. General area will be covered early in first unit.

B. Pre-lab for each activity will include discussion of safety.

C. For potentially hazardous, student will be instructed to report to teacher in charge that he is doing a particularly dangerous activity.

Auxiliary Lists

1. Concepts from NSTA
2. Process areas from SAPA
3. Sample packet from on-going curriculum project

Processes of Science

(as identified in Science - A Process Approach)

I. Simple processes

- A. Observing
- B. Recognizing and using Number Relations
- C. Measuring
- D. Recognizing and using Space/Time Relations
- E. Classifying
- F. Communicating
- G. Inferring
- H. Predicting

II. Complex (Higher) Processes

- A. Defining operationally
- B. Formulating Hypotheses
- C. Formulating Models
- D. Interpreting Data
- E. Experimenting
- F. Controlling Variables

HOME ECONOMICS

A. General Background:

The family has been the basic unit in our society. Formerly in any given society, one could generally predict the kind of family to be found in that society if the social and economic conditions were known. It was believed that the family would resist influence from the outside and exert a stabilizing influence. Increased experience indicates that these assumptions are not wholly correct. The family has been unable to resist external influences, and at the same time internal change has occurred.

Rapid changes have made families very different from one another. There is no large uniform pattern, no one image, such as families had in the past. The changes call for helping each individual to prepare for the form of family life he chooses to adopt, based on his freedom of option and his own values and perspectives. A few of the societal changes that we believe have major influence on the American family and so on the home economics curriculum for Wilde Lage High School are:

1. Transition from rural to urban life style.
2. Mobility--geographic, economic, and social. Families need help with difficult problems such as establishing themselves in a new neighborhood, making new friends, housing, transportation, financial planning; child rearing, and social adjustment for members. They feel the loss of support of the

family by neighborhood, friendship, and kinship groups.

3. Statistics on birth, death, marriage, etc.--declining birth rate, and increased population brings about a changing age structure. This structure brings about increased numbers of apartment dwellers and renters. Also, child-bearing involves most women under thirty, leaving more years of freedom from child rearing.
4. Marriage rate--remains fairly stable but high. Trend toward early marriage has leveled off, and there is less parental control over the selection of one's choice of a mate.
5. Two-income families--have become more numerous than one-income families. Often, however, the combined incomes, minus increased costs which accompany them, yield a net decrease in the family's spendable income.
6. Birth control--more prevalent, with a trend toward less difference in size of family among various economic groups in our society.
7. Longevity--lengthening of the average lifetime brings varying ages to one household.
8. The role of women and men in making homes--great deal has been said about women, but family life is not for women alone.

9. Other trends--examples such as changing role of family members, more leisure time, changing food patterns, food and nutritional habits relative to family living.

B. Type of Program:

1. With this general background it appears that the secondary home economics programs in today's high school should serve four major purposes:

   a. It should prepare the students for the role of homemaker.

   b. It should prepare students for the dual role of wage earner and homemaker.

   c. It should prepare students for employment in home economics related occupations.

   d. It should provide students with a basis for professional preparation for the college bound student who plans a career in home economics or a related field.

2. To achieve these goals it is imperative that a variety of types of courses be offered. These courses should provide the opportunity for election by students in any of the basic areas of home economics:

   a. Child care and development

   b. Clothing and textiles

   c. Foods and nutrition

d. Housing

e. Personal and family economics and management

f. Personal, family and community relations

They should be offered in a variety of lengths including yearly, semester, and mini or petite courses of not less than 6 weeks. Some courses should include more than one content area while others should concentrate on one. Specific course recommendations will be made at a later point in this report.

It is recommended that each of these courses be organized in such a way as to develop an individualized learning system. Students should be able to identify their own personal learning objectives. Once these objectives have been identified, through the direction of the teacher, a student should then be provided with a program that will help him meet these objectives. As the department develops, and as time permits the preparation of materials, it is recommended that more students be provided with the opportunity for independent study and/or individually designed programs.

3. Specifically in each course students should be provided with an opportunity to participate in the following types of activities.

   a. Extended learning experience in the school, home, and community, as in the following instances:

      (1) Volunteer work such as Headstart

      (2) Programs for the aged

      (3) FHA program of work

b. Learning centers

(1) Laboratory experience

(2) Printed materials

(3) Audio-visual materials

c. Career exploration opportunity

Certainly to carry on such a program, differentiated staffing is a must. It would be impossible for one teacher to develop and organize materials that would be needed to support this type of organization in a home economics program.

Following is a suggested course listing and a possible general description for each course:

GENERAL DESCRIPTION OF COURSES

A. Introductory Course (1 Semester--Comprehensive Program to include the following units):

1. Child care and development
2. Clothing
3. Foods and nutrition
4. Personal and family economics and management

B. Comprehensive Courses

1. Home Economics I--(year or semester)

Provide opportunity for students to develop skills and attitudes previously introduced. All areas should be included.

2. Home Economics II

Additional opportunity for students who want to study a variety of areas.

C. Specialized Courses

1. Human Development and the Family

In-depth study of human development and human relationships in the family. Should be an interrelated program which involves high school students with pre-school age children and parents.

2. Home Economics Seminar

A management centered course, especially designed for students who have had little or no home economics in grades 9 and 10. Many areas should be included.

3. Family Living and Relationships

A study of the functions of the family and the responsibility of adulthood, marriage and parenthood.

4. Clothing and Textiles

The development of skills and abilities in production, selection and use of textiles and clothing. Management and consumer education should receive emphasis as a part of clothing and textiles.

5. Food and Nutrition

Study of foods and nutrition related to family goals. Management, family finance, and consumer education should receive major emphasis in the course.

6. Housing and Home Furnishings

This course will deal with the family's physical, social, and psychological needs. The way of living, values and resources will influence choice of dwelling, furnishings, and equipment. Attention should also be given to arrangement, use and care of furnishings and equipment.

7. Child Development

Concentrated study of the growth and development of children and the influence the family has on this development.

8. Family life

This course should provide information on family life structures, family finances, and family relationships.

INDIVIDUALIZED MATHEMATICS

Individualized mathematics is a mathematics program especially designed for the student. Since, by nature, mathematics is a very sequential and logical continuum, the student will be placed appropriately as determined by previous achievement. Since all of the mathematics courses are self-pacing, the student will proceed along the continuum at his own rate. There will also be mini-courses which provide exploratory or in-depth study on selected topics, fun courses such as probability, or interest topics such as slide rule and computer mathematics. The student will design his own program in mathematics by selecting various combinations of units and mini-courses. It is also possible for the student to study two or more areas simultaneously. The high point of the mathematics area will be a mathematics laboratory where the student will be able to construct projects, play games, or work with mathematical models.

The usual goals of mathematics will be embedded in the continuum so that the student can make the transition from arithmetic to algebra to geometry to higher mathematics at the time when this kind of experience will be meaningful and relevant for him.

A student desiring to study general topics in mathematics will be given the California Diagnostic Test, which will aid the staff in determining his appropriate place on the continuum. He will then be given a prescription which will prepare him for

continuous progress. From this point, he may select appropriate experiences such as those found in Addison-Wesley's INDIVIDUALIZING MATHEMATICS, Sullivan Associate's PROGRAMMED MATHEMATICS, or other materials. An additional program in general topics will include a pre-algebra study based upon Dolciani's text PRE-ALGEBRA. This program is a good review of the operations with whole numbers, integers, rational numbers, and real numbers, and leads the student into the study of algebra if he so desires. Possible general topics in mathematics are:

> sets; numbers, numerals, and numeration systems; operations and their properties; measurement; geometry; relations, functions, and graphs; probability; statistics; applications and problem solving; mathematical sentences, order, and logic.

A student desiring to study topics in the algebras will be placed in self-pacing programs. The instruction sheets have been referenced to Dolciani's 1970 editions of Algebra I and Algebra II. Included in the media options for the algebras will be the Merrill tapes as well as selected filmstrips and games. Topics included in the first course in algebra are:

> sets, sentences, and the number line; variables; non-negative numbers of arithmetic; negative numbers; open sentences, equations, and inequalities; polynomials; special products and factoring; fractions; graphs of equations; the real numbers; relations, functions, and variations; systems of linear open sentences.

Topics included in the second course in algebra are:

> polynomials and factoring; rational numbers

and expressions; relations and functions; real numbers; complex numbers; logarithms; progressions and the binomial expansion; permutations, combinations, and probability; quadratic relations and systems; matrices and determinants.

A student desiring to study topics in geometry will be placed in a self-pacing program adapted to four texts, selected tapes, films, filmstrips, and games. Topics included in the geometry are:

elements of geometry; induction and deduction; deduction and geometry; angle relationships; perpendicular lines; parallel lines and planes; congruent triangles; applying congruent triangles; similar polygons; similar right triangles; circles; constructions and loci; coordinate geometry methods and proofs; transformations; areas of polygons and circles; areas and volumes of solids.

A student desiring to study topics in trigonometry and analytic geometry will be placed in programmed texts and have available additional hardcopy references. Topics included in trigonometry are:

the real number system; circular functions; graphs of the circular functions; trigonometric functions; identities and conditional equations; solution of triangles; geometric vectors; vectors; complex numbers; logarithmic functions.

Topics included in analytic geometry are:

review of algebra and trigonometry; the point and plane vectors; the straight line; the circle; the conics; transformation of the axes; polar coordinates; transcendental and other curves; the point and space vectors; the plane; the straight line in space; the surfaces and curves.

A student desiring to further his study in the advanced programs will be placed in college algebra and the calculus. These programs will be mainly textbook oriented. Topics included in college algebra are:

> logic and sets; number fields; the integers; vectors and matrices; groups; linear equations and inequalities; equations and inequalities of higher degree; functions; exponential and logarithmic functions; trigonometric functions; analytic geometry; limits; the calculus; probability; Boolean algebra.

Topics included in the calculus are:

> algebra; introduction to analytic geometry; functions; limits; derivatives; applications of the derivative; integrals; theory of the integral; applications of the integral; exponential and logarithmic functions; trigonometric and inverse trigonometric functions; formal integration; further applications of the calculus; indeterminate forms, improper integrals, and Taylor's Formula; infinite series; plane curves, vectors, and polar coordinates.

In order to meet additional student needs and interests, various mini-courses will be developed. These courses will enable a student to acquire a particular mathematical skill that might have its application in another field of study. A student may express the desire for a mini-course at any time. Many of these courses will be developed as the need arises for them.

As alluded to in the opening paragraph, there will be a mathematics laboratory at Wilde Lake High School. Educators strive to stimulate and motivate students to achieve success; moreover, they attempt to provide school experiences which are

meaningful and interesting for all students. To motivate students and provide meaningful experiences for them, the staff must expand the mathematics instruction to include activities other than textbook and lecture. A variety of activities provides for student movement, active participation, and a higher interest level in mathematics. The ultimate worth of the mathematics laboratory will be judged by its effectiveness in increasing student interest and proficiency.

In order to be able to provide meaningful experiences for the student, the staff recognizes the following needs:

1) Each student needs to experience success.

2) Each student needs to develop an awareness of mathematics and its applications in daily experiences.

3) Each student needs to develop basic mathematical knowledge and skills.

4) Each student needs to develop recreational skills related to mathematics.

Educators have placed a high priority on these needs. With the development of new methodologies in instruction, staff development, and the availability of commercial materials, progress toward meeting these needs is inevitable. The mathematics staff at Wilde Lake High School is committed to individualized instruction as an effective methodology and believes it has the knowledge and skill to implement it.

Student needs and goals will be identified in terms of the various professional and/or vocational aims that he might have. These goals will be compared to the student's level of performance

as measured on initial diagnostic instruments. The student will then be advised as to the mathematics goals needed to bridge the gap between his measured achievement and projected vocation.

It is anticipated that each student will learn responsibility for himself as well as see his continuous progress. The mathematics staff will report each student's progress in mathematics in terms of behavioral objectives accomplished:

1) for each objective, a criterion level of performance will be established,

2) objectives for optional topics will be identified.

Each student will have the opportunity to move as far along the continuum as he desires. He may confine his experience to general topics in mathematics or elect to advance toward the calculus.

ART

"Education of young people which does not provide constant contact with significant art and opportunities for creativeness is failing in one of its' functions: to educate youngsters so that they will become not trained savages but civilized men."

- Manfred Keiler

Art education has a history of working with the individual toward individual understanding. The model school program proposed for Wilde Lake High School will allow more students this opportunity to seek self-expression through art. By tradition the art department in our high schools has been involved in most of the school activities such as plays, musicals, displays, and dances. At Wilde Lake it is planned that this involvement, which usually occurs by necessity, be designed to allow for greater cooperation and more intensive inter-department activities. The art teacher will serve as a "unified arts" chairman to help conceive, coordinate, and conduct such "unified arts" activities as seminars by visiting artists; performances by musicians and musical groups; trips to museums, galleries, studios, and theatrical performances. Such a design should result in a more exciting and stimulating series of experiences for all the members of the Wilde Lake School community.

Within the studio area of the school, facilities will be available to enable students to fully explore the many aspects

of visual expression. Opportunities will exist for individuals to work in two or three dimensional material in their own interest areas at their own rates of development.

The primary objectives of this program are to provide activities and situations which help the individual student:

1. Develop his natural capacity to sense what he observes in the environment and in works of art.
2. Gain understanding and appreciation of individual visual expression as well as such expressive behavior as music, dance, drama, and literature.
3. Become personally involved in creating works of art.

L. E. M. COURSES

Prior musical experience is not required. L. E. M. is designed to let you learn and enjoy any experience in music you might choose. L. E. M. is designed for 1971. Are you up to this unique program?

Learning Experiences in Music will allow students to learn the simple fundamentals of performance upon one or more of the following instruments:

Piano:

The student will learn simple chord structure which will allow him to progress at his own speed.

Organ:

The student will learn techniques for playing simple I, IV, V, V_7 chords for the accompanying of songs (folk, rock, soul, etc.).

Guitar:

The student will learn simple chord structure which will allow him to play accompaniment for the folk idiom.

Percussion Ensemble:

Small group instruction and individual package available.

Band and Orchestral Instrument Lessons:

The lessons will be taught on the following levels:

Beginning
Intermediate
Advanced

Wilde Lake students are indeed fortunate to have many

excellent private lesson persons available to them. We have located members of both the Baltimore and National Symphony Orchestras who are interested and excited about the possibility of instructing in private lessons at a center agreed upon by Dr. Jenkins and the Department of Education. Details of this plan will be similar to the arrangements agreed upon with the former Corcoran School of Art. This type of exposure will be geared to the student with a higher than average musical ability.

Music Ensemble:

Through these groups, students will experience ensembles at their very best.

Concert Band:

This organization will not perform two yearly concerts and perhaps excite a few Wilde Lake students. This group is going to be a what you want it to be band.

In past years , high school bands have not accomplished many new or exciting things, but Wilde Lake High School is going to prove they are possible.

All other ensembles will be based on student interest, and performances will be given with your interest in mind.

The following ensembles are also available:

Orchestra
Chorus
Madrigals
Rock Band
Stage Band
Percussion Ensemble
Folk Singers

Music Theatre:

Students will produce and perform theatrical productions in music. Students will be encouraged to create productions of their own.

PHYSICAL EDUCATION

Modern life dictates an urgent need for physical education in an instructional program. Serious consideration must be given to the physical, mental, emotional, and social needs of our students. By providing for these needs through physical education activities, we compensate for the increased leisure time thrust upon us and also meet the needs and interests of society.

Physical education contributes to the program of education through a curriculum which seeks to meet the physical, mental, social, and emotional needs of youth. Necessarily, it deals with the whole child. It is a part of all the learning experiences the school offers and contributes uniquely to physical development and fitness through physical activities. It promotes:

Physical fitness, which permits the individual to live more effectively.

Physical development, which takes place through exercise.

Social and emotional growth, which depend on wholesome associations in group activity.

Optimum health, which permits the individual to live constructively and to contribute as a healthy citizen to the resources of the nation.

Recreational activities, which are creative, relaxing, or stimulating and provide for worthy use of leisure

time.

Self-analysis, which brings about a better understanding and use of the body.

Objectives:

To develop and maintain maximum physical efficiency through vigorous activities which contribute to the following aspects of physical fitness: strength, endurance, coordination, agility, flexibility, sense of balance, and speed.

To develop physical skills and desirable health habits through a variety of activities that are essential to a safe and successful life.

To develop attitudes, ideals, and appreciations through situations which lead to social and emotional maturity.

To develop interests and abilities in wholesome recreation through activities which lead to worthy use of leisure time.

To develop knowledge of rules, techniques, and strategies of all activities through a variety of game situations and teaching methods.

BOYS' ACTIVITIES

Badminton
Basketball
Cross Country
Dancing
Handball
Golf
Gymnastics
- Balancing
- Rope Climbing
- Ground Tumbling
- Horizontal Bar
- Parallel Bars
- Tumbling
- Rope Jumping
- Side Horse
- Springboard
- Vaulting
- Trampoline

Soccer
Softball
Speedball
Tennis
Touch Football
Track and Field
Volleyball
Weight Training
Wrestling
Health Education

GIRLS' ACTIVITIES

Dancing
- Modern
- Swedish

Gymnastics
- Balance Beam
- Even Parallel Bars
- Horizontal Bars
- Tumbling
- Ropes
- Springboard

Floor Exercises
Rope Jumping and Rhythmic Activities
Archery
Badminton
Golf
Tennis
Track and Field
Field Hockey
Softball
Speedball
Volleyball
Basketball
Health Education

Since many of the students will walk to this school, we will be able to carry on an extensive intramural program after school. Due to the proximity of the all-weather pool at Columbia, we hope to be able to utilize this pool and offer a swimming program to the students.

HUMAN RESOURCES

In order to provide an educational environment in which the goals of maximizing human development can be realized, a departure from what has been the classical guidance program is necessary. The accomplishment of a facilitating school climate requires a truly cooperative effort on the part of administrative, instructional, and pupil services staff. The objectives indicated correlate closely with those in several instructional areas, social studies in particular. We feel that such a program for human resource development must pervade the entire educational process and involve a wide range of school personnel. While we see the counseling staff as having a primary role in accomplishing these goals, they will not be reached unless within-the-curriculum time, effort, and space is substantially provided.

I. General Objective: To maximize the human growth potential of the school so that students gain an accurate sense of self-worth and environmental reality, learn to assume responsibility for themselves, and develop effective interpersonal relations.

II. Specific Objectives:

A. Create a climate where students engage in self and environmental exploration.

B. Enable students, as groups and as individuals, to develop decision-making skills and to use them in matters

pertaining to their public and private lives.

C. Provide experiences which will bring about students' knowledge and effective use of interpersonal skill dynamics.

III. Strategies:

A. To create the desired climate:

1. Provide a variety of experiences for students, both in and out of the instructional context, and school setting which enable him to exchange ideas with peers, faculty, and community persons.

2. Provide a program of assessment in the areas of scholastic achievement, aptitude, interests, social-personal adjustment, educational-occupational aspirations.

3. Provide environmental reality data regarding educational-occupational opportunities via media, simulation, and experiential activities.

4. Provide appropriate in-service education.

B. To enable students to develop decision-making skills:

1. Provide a school climate which is receptive to student input.
2. Provide opportunities for students to become involved in solving a variety of school problems which directly affect them.
3. Provide decision-making skill development programs.
4. Provide appropriate in-service education.

C. To develop students' knowledge and use of interpersonal skill dynamics:

1. Provide learning experiences both of a cognitive and affective nature within the curriculum.
2. Provide individual and group guidance and counseling services both within and without the instructional process.
3. Provide community based experiences of an interactive nature.
4. Provide a variety of in-service education activities of an interactive nature.

IV. Activities:

A. In-class didactic material on human growth and development, socio-cultural phenomena.

1. In-class simulation, role play, group discussion and media stimulation concerned with career development and life style aspirations.
2. Standardized and individual measures administered formally and on request.
3. Educational-occupational information system located in media center for use by small groups and individuals.
4. Involvement in school or community-based exploratory work experiences.
5. Staff development mini courses in human development, socio-cultural phenomena, differential media use, simulation, role play, small group and game techniques.

B. Develop student life regulations with full input of student government and faculty.

1. Involve students in curriculum, book selection, appropriate administrative, instructional and pupil services committees.

2. Conduct open student forums for feedback and brainstorming purposes with administrators and faculty.
3. Conduct small group "dig" sessions aimed at solving specific problems.
4. Use a decision-making skill development system which includes branched programming for proposing alternatives and an information retrieval facility.
5. Give students increased opportunities to make personal decisions within the school environment but enable greater exposure to helping-role individuals.
6. In-service education activities designed to provide awareness of role constellations, organizational climate dimensions, (relationship between formal and informal organizational components, nomothetic and idiographic dimensions), decision-making process and models, group problem solving techniques, technological support systems.

C. Involve students in course work containing such areas as human behavior, a healthy personality and self-concept formation, mental health resources, relevant philosophies.

1. Give students opportunities to work together in a variety of group sizes to tune in to their perceptions of self and others and resultant effect on behavior.
2. Conduct human relations, communication skills activities both in and out of instructional process.
3. Provide opportunities for students desiring self-understanding or problem centered group counseling sessions.
4. Involve students in community activities such as charettes, hearings, drives, working with younger age students, village meetings--to observe and participate in field interactions. Provide follow-up for these experiences.
5. Provide in-service education aimed at an understanding of interpersonal behavior, group dynamics, mental

health, theories of personality development, the principles of learning, communication skills, human effectiveness and local community reality factors.

SUPPORT SYSTEM FOR HUMAN RESOURCES PROGRAM

Facilities: Small and large group conference rooms, individual conference rooms with telephones, media center facilities, clerical area, records storage, one-way vision facility.

Staff: 1. Counselors

Coordinating Counselor (Human Resources Specialist)

Major role--To serve as a human resources consultant to administrative and instructional staff with the primary goal of maximizing the learning potential of students. Such a staff person would be involved in administrative and curricular planning, and would be responsible for coordinating the pupil services activities in the school.

This counselor would have responsibility for such specific functions as:

Working with teachers on individual student matters, as well as in staff development activities.

Organizing student input into the school program, including student life.

Working with the administrative staff on planning for and meeting special group needs.

Arranging for conferences concerned with crises-oriented student needs.

Communicating student progress in the academic program to staff and community.

Individual and group counseling as is appropriate to his schedule.

Appropriate parent education activities.

Staff Counselor (Career Development Specialist)

Major role--To provide a program of learning aimed at developing an accurate self-concept, environmental realities (social-educational-occupational-economic) awareness, and decision-making skills. This counselor's efforts will require integration into the on-going instructional process, and will require a close working relationship with teaching and media center staff.

This counselor would have responsibilities for such specific functions as:

Cooperatively planning and implementing with instructional teams, "in-class" career development activities.

Cooperatively providing, with media center staff, a system of educational and occupational information.

Providing experiential based work study.

Co-curricular group procedures for career development.

Individual and group counseling as is appropriate to his schedule.

Staff Counselor (Personal Development Specialist)
Major role--To provide individual and group counseling on both a proactive and reactive basis. This counselor would have responsibility for such specific functions as:

Individual and group counseling with students.

Consulting with instructional and administrative staff.

Consulting with individual and parent groups.

Providing a referral activity to out-of-school resources.

2. Paraprofessional guidance aide

To extend counselor interaction functions, a person who would have substantial responsibility for information processing, arrangements, record maintenance, test administration, referral, follow-up, and limited student interviewing would be added to the staff.

3. Teacher--advisor program

Teachers will serve in a capacity similar to collegiate academic advisors and receive some release time or assignment adjustment. They will be provided with

training experiences to provide more than perfunctory informational services to student-clients. Such a corps will also serve to extend the counseling function beyond traditional structures. Teacher-advisors would typically discuss matters of personal concern with students, provide assistance regarding academic decisions, assume a major responsibility for registration and refer student-clients to counselors or other referral sources.

4. Peer--Counselors

A recent study of students' help-seeking behavior indicated that youngsters will contact a friend more often than a counselor, parent, or teacher for problems dealing with peers, self-understanding, personal concerns. It is, therefore, recommended that a small group of peer-counselors be selected and given special training and supervision during the first year of operation. Effective use of peers has been made in colleges and in tutoring programs in schools at all levels and in VISTA and Job Corps programs. Such peer counselors will further serve to increase the contact points of intersection

for students. They can be given training similar to teacher-advisors and learn to refer cases as necessary. Ongoing supervision is stressed.

5. Clerical Staff

   Secretarial services for appointments, correspondence, records management, filing, material acquisition and other clerical needs require at least one full-time person assigned to the human resources program. At certain times during the school year, i.e., registration, transcript processing and mailing, grade and test data recording on cumulative records, additional clerical aide will be required.

6. Wilde Lake High School Student Aides--can function as clerical assistants within areas not requiring confidential treatment, e.g., phone answering, typing, appointments, duplicating.

7. Graduate Students--at all levels of training should be assigned for field experience to the human resources program. Students in practica, apprenticeships and doctoral internships could provide additional interactive sources, research and evaluation assistance, individual testing and planning ideas.

8. Advisory Committee for Human Resources--consisting of students, faculty, community, and special consultants would provide a nuclear source of feedback and direction to the school administration.

9. Staff Development Program

   A high quality, well planned, on-going inservice education activity aimed at increasing staff knowledge, skill and human effectiveness will be made available.

10. On-site Seminar--in applied behavioral science can be offered through the University of Maryland. It would serve to bring persons in training together at Wilde Lake High School to focus on the human resources program, have some input to it and disseminate data as well.

11. Programmed decision-making models--available commercially--with computer based operations.

12. Formal problem solving groups--such groups could be led by counselors, teachers, or graduate students. Peer-counselors can function as co-leaders. These groups focus on problems, not personalities. They are task-oriented and provide a regularly scheduled opportunity for students from all natural

sub-groups within the school to work together.

13. Team conference--a monthly pupil services staffing activity which handles problem cases referred to it. Members typically include administrators, counselors, school psycholcgist, pupil personnel worker, and when appropriate--teachers, public health nurse, welfare worker, etc.

14. Evaluation Design

To provide the ongoing and terminal evaluation and self-correction which a student needs, assessment activity should be provided. In addition, systematic faculty, parent and community feed-back should be obtained. Counselor time use and faculty involvement frequency data is also necessary.

Outcome criteria based on behavioral outcomes, attitude surveys, educational-occupational aspiration measures, frequency of behavioral disruption, drop-out, topographical behavior analysis, academic achievement, self-concept scale, satisfaction with post-high

school placement, juvenile authority contacts, can be used to determine program efficacy.